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ABSTRACT

This handbook contains questions and guidelines to help teachers and administrators of further education, especially in England, to develop and implement courses for adults. The eight sections of the guide cover the following topics: (1) introduction--using the guidelines and updating; (2) checklist questions, including topics such as setting up a course, market research, funding, accreditation, delivery, publicity, starting the course, curriculum, teaching methods, careers, guidance and counseling, and course evaluation; (3) equal opportunities for older students, bilingual students, students with disabilities, and unemployed students; (4) guidelines for good practice in teaching students with language and hearing impairments, and sight disabilities; (5) sources for information on equal opportunities; (6) names of support personnel for equal opportunities information; (7) telephone numbers for more information on course organization and equal opportunities; and (8) a summary form for course planning. Most sections include lists of questions that course planners can use to gather the information they will need to set up a course. (KC)

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ED 366 841

COURSE ORGANISATION HANDBOOK

For Teachers & Administrators in Further & Higher Education

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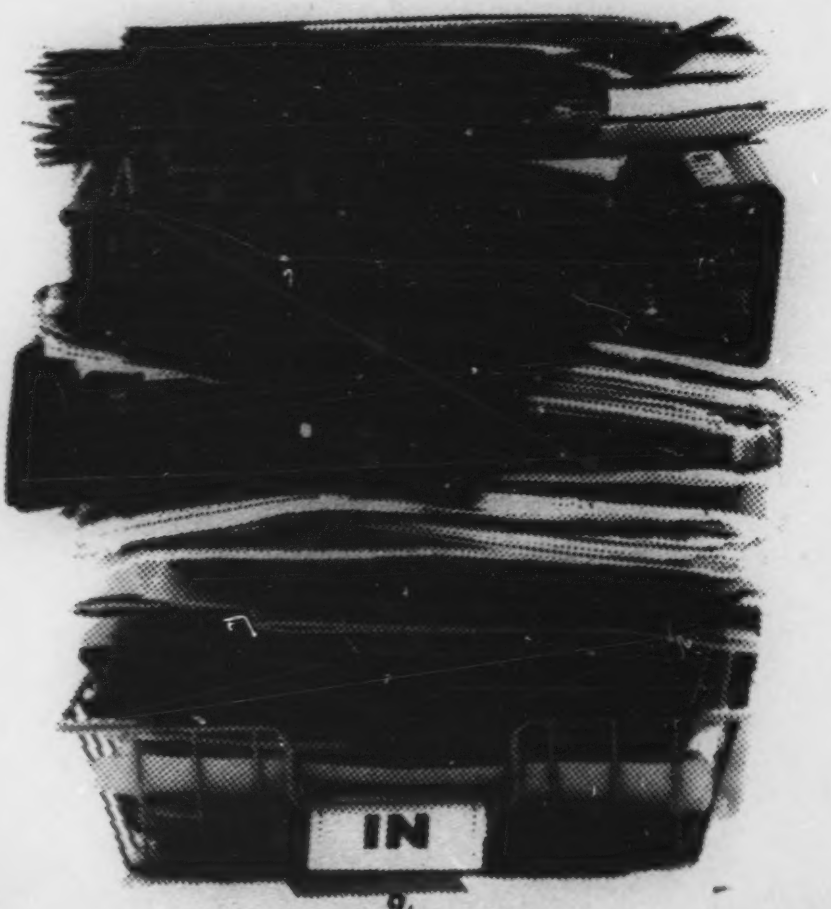

BY SUE LEACH
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COURSE ORGANISATION HANDBOOK

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1 INTRODUCTION

Aim

This handbook is designed to help staff who want to establish new courses or staff who want to review their programmes. Initially the handbook was intended to help people to provide courses for women and implement equal opportunities but as it has developed it has become a set of checklists and guidelines for good practice generally.

The content is based on experience over recent years and if followed should help you to avoid making mistakes through oversight, or lack of information. Use of the handbook should reduce the amount of nervous energy expended on ensuring that "everything has been done". It is directed not just to course tutors but to all those who have responsibility for course organisation. An essential point for consideration is that of managerial responsibility and delegation - knowing who should be doing and who is doing what.

The intention of each section is outlined in its introduction and a list of key information sources and personnel is given at the back of the handbook. Equal opportunities issues are threaded throughout and separate directed questions are contained in the sections marked.

Using the Guidelines

We have attempted to make the guidelines progress from one stage to another. This is particularly useful when planning a new course, but other courses may be further along in their development. The sections can be used individually, but the progress should always be seen as a whole and checked. Going back a stage may offer you guidance on what needs to have been done before.

Updating

Given the rapid rate of change with Further and Higher Education and the local picture, new inclusions and amendments will need to be made each year. If you are aware of important omissions or feel that certain information should be included in the handbook, please contact us. In this way the handbook will become increasingly comprehensive.

Sue Leach and Carole Moss.

2 CHECKLIST QUESTIONS

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2.1 Setting up a course

The decision to run a course derives from inspiration, the possibility of funding, a directive, or demand from the market. To ensure success a course needs to be based on careful needs analysis, research and good community relations. Before launching a programme it would be helpful to consider the following:

Checklist Questions

- Why do you want to set up this particular course?

- Has one run before in this subject?
  - at this College?
  - at any other College locally?

If **yes:**
Was the course successful?

Do you know why the course was successful?

Were there any particular factors involved?
[e.g. local employment demands etc.]

If the course **was not** successful:
Is it known why?

Were all the preparations made?

Were all the items mentioned in the checklist covered?

If the course is for **women only:**
Why do you want to run women only courses?

Have you seen/read reports on other women only courses?

What models of good practice have you referred to?

2.2 Market Research

Over the past few years patterns of employment have changed dramatically, forcing education/training organisations to consider the direction and mode of operating. Large numbers of agencies have sprung up to provide opportunities for people to develop new skills on flexible programmes. Knowledge of current local provision helps to avoid unsuccessful bids or duplication. Detailed information will help identify gaps.

Checklist Questions

- Is there a skills gap in the local labour market?
- Is there a skills gap locally for a national market?
- Has contact been made with local/national firms/companies to identify need?
- Have you checked with the Careers Service/Job Centre, or other agencies to discuss the programme you are developing in terms of job outlets?
- Who in the College has contact with these firms/companies/careers service?
- What evidence do you have that consultation has taken place with other agencies?
- Have you contacted these agencies?
- Are there similar courses on offer in the District
  - in Further Education?
  - other training agencies?
- Would any of these courses attract women students?
  [e.g. offering flexible starting times, paid childcare etc.]
- What is different about what you can offer?
- How will this particular course fit into the local picture?

2.3 Needs Assessment

As part of the market research work, it is important to engage with those groups for whom the course is to run. Many course funders require evidence of this in the submission.

Checklist Questions

- What are the aims of the provision?
- What evidence do you have that your target groups want this provision?
- How have you involved the target group in planning this provision?
- What do you expect the target group to have achieved at the end of the course in terms of the skills achieved?
- What are the possibilities of further studies, access to employment, self development, other? [Please specify]
- What is special about the course you are offering?
- How will it improve existing arrangements?
- What statistics do you have as evidence of needs in support of your bid for funding?

2.4 Target Population

The competition for students and the need to allocate resources makes targeting crucial.

Checklist Questions

- Who is your course targeted at?
- How are you positively proposing to involve:
  - Ethnic minorities?
  - Women?
  - People with disabilities?
  - Older learners?
  - Long-term unemployed?
- What proportion of the benefits of the provision will go to ethnic minorities?
- What would you estimate to be the balance of the benefit between ethnic minority men and women?
- What would you estimate to be the balance of the benefit between men and women?
- What would you estimate to be the balance of benefit between white women and black women?
- What percentage of the benefits of the course will go to people with disabilities?
- If you have previously provided learning opportunities for adults, what was your success rate in providing for ethnic minorities, women, and people with disabilities?
- Is the cost affordable to your target group?

2.5 Funding Body Requirements

Many courses rely on external funding sources. Your idea may attract funding at a particular time but knowledge of who will fund the course and the timetable from submission preparation to course implementation is important. The criteria set by some funding agencies often require evidence of commitment and market research. You would need to discover the details to ensure that you procure the funding.

The following questions have been extracted from various funding submissions. Taken together they can lead to good practice.

Checklist Questions

- How will your course be funded?
- Is there external funding available?
- What funding does your proposal qualify for?
- What are the current criteria e.g. women, employed/unemployed, ethnic minority groups, people with disabilities?
- What applications for funding are being made?
- Is there any external funding available for support services for students with disabilities?
- Is there child allowance available which can be claimed for?
- Is there a transport allowance that can be claimed for?
- Are there any other items you can claim for e.g. exam fees and essential materials/equipment?
- How does the course relate to identified regional/national priorities?
- How will the course improve existing arrangements?
- What statistics do you have as evidence of needs in support of the bid?
- What evidence do you have that consultation has taken place with other agencies?
- What models of good practice have you referred to?

- Have you submitted any other funding bids?
- Which staff have you allocated to the programme?
- What roles will staff have? [administration/course tutorship/teaching]
- What is your timetable of action?
- What staff development has been undertaken, or will be needed, to support the programme?
- How will the course be managed?
- Who will monitor the programme?
- What will be the composition of the steering group?

Costing of Courses

Below are listed cost headings which may be included in funding applications. The actual costs need to be ascertained as discrepancies between estimated and actual costs can cause financial difficulties for students e.g. childcare costs, or travel costs.

- Course Leader/Coordinator
- Tutors
- Crèche workers
- Clerical workers
- Specialist workers
- Technical support
- Workshop support
- Guidance input
- Staff development
- Exam fees
- Childminding allowance
- Helpers for disabled students
- Signers
- Allowance for student travel
- Material costs
- Premises rent
- Advertising costs
- Translation costs
- Insurance
- Other equipment - e.g. Information Technology
- Visits/Exchanges
- Course travel

2.6 Funding Application Timetable

As applications for funding may have to be made, it is important to note the target date for submission early in the planning schedule, especially as re-drafting or re-submission may have to be done.

Checklist Questions

- When does the submission have to be made? Precise date?
- What is your timetable/schedule?
- Have you made sure that ample time has been left for preparation of the submission?
- Have consultations taken place with appropriate bodies inside and outside the College?
- Have you left time to rewrite the submission if necessary?
- What is the timetable for internal submissions?
- Will there be adequate time to publicise the course?

2.7 Staffing/Course Management/Staff Development
[see Before Submission has been Approved 2.11]

Checklist Questions

- How do you propose to recruit tutors?
- Who will be the course tutor?
- How will those staff be supported
  - administratively?
  - time?
  - resources?
- Who will they be responsible to?
- Are there female/bilingual tutors teaching on the course?
- Are there female/bilingual support staff/tutors?
- Have staff had the appropriate staff development to deliver the courses?
- Are technician/support staff involved in the course planning and delivery?
- Which staff have you allocated to the programme?
- Have all staff in the section or department been involved in the course development?
- What roles will staff have
  - administrative?
  - course tutorship?
  - teaching ?
- What will be the composition of the steering group?
- Who will monitor the programme? [see **Monitoring & Evaluation 2. 21**]
- What staff development has been undertaken, or will be needed, to support the programme?

2.8 Grants and Financial Support

Personal financing for further education and training proves an obstacle for many students. Pressure on resources means that students require clear, accurate information well in advance so that application for grants for full-time courses can be made. If students are in receipt of benefit, fees may be paid provided their hours fall within certain limits.
[see Unemployed/unwaged students - Review Questions 3.4 & Guidelines 4.6]

Potential students inquiring about courses must be told to apply for a grant on the day the forms are issued, regardless of whether they have been accepted onto the course.

Checklist Questions

- If the course is part-time, does it affect Income Support benefit?
- What help will be available from the unemployed students on part-time courses?
- If the course is full-time, will the local authority give a grant or financial help?
- What is the timetable for applying for grants/awards?
- What is the current policy for allocating awards?
- Are applicants aware of the procedures for applying for an award?
- How will this course affect eligibility for grants for progression to other courses?

[For further information contact BICCC Access Unit]

2.9 Validation, Accreditation and Assessment

Agencies increasingly require that courses are certificated and students want programmes to be validated. NVQ means that levels of courses are assessed. Submission of programmes for validation/accreditation can follow a time-table and alternative assessment modes may be more suitable for courses you are reviewing or promoting.

Checklist Questions

- Who is your course to be validated by
  - internal only?
  - internal and external?

- Where do the qualifications or outcomes fit into the NCVQ framework?

- Which modes of assessment might be most suitable?

- Are there alternatives?

- How will students be assessed
  - exams?
  - phase tests?
  - integrative assignments?
  - individual projects negotiated with the students?

- Are there any special facilities required by students with disabilities?

- Will the assessment be by
  - external organisations?
  - staff internally?
  - moderated internally/externally?

- How will the staff involved be prepared for validation?

- Will staff require additional support [clerical, administrative] to prepare for validation?

- Are all staff aware of the agreed format for the presentation of the validation document(s)?

- Are all staff aware of the timetable for completing tasks/documents related to the validation?

2.10 Mode of Delivery

The number of hours a course runs in a week, the proposed starting date and the timing of the classes have previously affected student take-up rates. There is a demand for courses throughout the calendar year, but there are as yet relatively few courses which can be joined after October. Modularisation [open learning and roll on/roll off] of provision could increase and facilitate student recruitment. Some aspects of the course may deter people with childcare/dependent responsibilities. It has been found that classes timetabled within school hours attract people with children.
[see **Unemployed/unwaged Students - Review Questions 3.4 & Guidelines 4.6**]

Checklist Questions

- What are the implications of offering your course
  - Full-time? How many hours?
  - Part-time? How many hours?
  - on an open learning basis?
  - on a modular basis?

- Do you know what would be the most attractive mode of attendance for unemployed students/women students/students working part-time?

- Do you know what would be the most attractive
  - starting times?
  - finishing times?

  [e.g. for women students]

- Would your course take into account
  - half terms?
  - local holidays?

- Could your course be offered on a roll-on/roll off basis?

- Are there any other attendance requirements or options?
  [e.g. placements, visits or residentials - compulsory or optional].

- Are there students who will not/cannot attend the course because of the residential requirements because of financial implications?

- Are there acceptable alternatives?

- Have you consulted with members of your target group?

- Have you ensured that this requirement is included in initial publicity?

2.11 Before the Submission has been Approved

The following questions may appear to be obvious, but in the flurry of course preparation, oversights in this area have caused problems. A large institution has heavy demands on resource and, knowing who is to do certain jobs such as making provisional room bookings - and when, can make the difference between students having a classroom and being in the corridor.

Checklist Questions

- Are these resources available:
  - staff?
  - rooms?
  - materials/equipment?
  - Information Technology?
  - publicity?

Staff

- Are staff aware of and ready to work on the course?
- Do they have ample time for development, preparation and consultation?
- Do staff have administrative support and access to the resources they need?
  [see **Staffing/Course Management/Staff Development 2.7**]

Rooms

- What rooms are already available
  - in the department?
  - elsewhere in the College?
- Are rooms provisionally booked?
  [If they are not used, make sure they are cancelled]
- Are the rooms suitable and accessible?
- Who is responsible for checking room bookings and accessibility?

Materials for teaching

- What materials need to be purchased?
- Are materials suitable to give learning support to bilingual or special needs students?
- Have the library purchased the materials you require?
- Who is responsible for checking materials availability?

Equipment

- Will students have access to equipment for their practical work?
- Will students have the necessary access to I.T. equipment?

2.12 Publicity

Publicity for courses affects student recruitment especially in respect of giving adequate notice, all appropriate details and an image which will engage the courses' target group.
The publicity should be arranged well enough in advance for:

- preparation
- visuals to be made
- translation
- proof reading
- printing
- distribution

Checklist Questions

Content and Format

- Does the publicity convey what you want to say, in the way you want to say it?

- Does it contain everything the student might want or need to know?

- Is the format of the publicity attractive?

- Does it tell the student:
  the title of the course
  what the course is
  what they will do on the course
  what they will be able to do having been on the course, including career outlets
  what transferable skills they will gain
  how they will be assessed
  how much time the course will take
    - for class contact
    - for out of class work
    - for any other required activities

  duration of the course
  class times
  starting date
  end of course
  half term and childcare arrangements
  entry requirements or acceptable previous experience or qualifications
  target group [and age if necessary]
  funding arrangements
  outlets and progression

location
contact person
contact phone number
additional costs e.g. books, equipment, transport
placement details/arrangements (if included)
residentials/visits
tutors' names
whether protective clothing will be necessary/provided

[If the target group includes bilingual speakers, state the language of instruction.]

- Will you produce the publicity leaflets in community languages?
- Do you intend to include graphics or photographs?
- What message do you want to convey?
- Is the tone of the publicity welcoming but not patronising?
- Is the language plain and can it be understood by the target group?

Distribution

- How is the course going to be advertised?
- Who is the publicity to go to?
- Has contact been made with the College publicity officer?
- Who will be responsible for:
  use of the media?
  local radio?
  newsletter - local and national?
  e.g. Star, Telegraph, Yorkshire Post,
  Caribbean Times, Ravi, Everywoman etc.
- What type of publicity will be used:
  posters?
  leaflets?
  radio information?
  radio interviews?
  newspaper articles?

- Where will the posters and leaflets go?
- When is the best time for distribution?
- Are there alternative networks to use?
- Do you have a list of useful contacts?
- Is it up to date and comprehensive?
- Can you think of people inside and outside the College who could be added to this list?

2.13 Pre-course Activity

During the period before the course is established, attention to detail is important. Inadvertent oversights can undermine the success of the course. Organisation e.g.. resources and pre-course publicity, needs to be checked. It is important to decide who is responsible for following through these items.

Checklist Questions

- Has the publicity been distributed? [See **Publicity 2.12**]
- Have adverts been placed?
- Have staff been informed of their commitment?
- Have rooms been booked?
- Has a home base or secure place for student belongings been arranged?
- Do the students have access to refreshment facilities for their breaks?
- Have materials been ordered/purchased?
- Would there be a limitation on numbers because of available equipment or staff?
- How would the use of IT equipment be integrated into your course?
- Has all essential equipment been booked? [e.g. audio-visual, I.T.]
- Are there any students with disabilities who may require adapted/specialist IT or other equipment?
- Has validation been obtained?
- Have sampler/open days been arranged?
- Are all information, reception, access, student services staff aware of the courses and do they have course details?
- Have dates been set for interviews?
- Has the library been informed about your book requirements?
- Will they be able to meet your needs?

- Is there a course [and placement] handbook for students? What headings do you need to include?

- Have you planned an induction programme for new students to the college, including support facilities, the students union, the course and the department?

2.14 Interviews

The interview is as important for the interviewee as it is for the interviewer. By the end of the interview students should be able to decide whether the course they are being interviewed for is what they had expected. They will need to know what is expected of them in terms of workload, attendance, possible financial commitments and any other information which might help them make a decision. Staff need to ensure a degree of consistency in their questions, requirements, acceptance of variable items such as prior learning or prior educational experience, language ability etc. It helps to have two interviewers present.

Checklist Questions

- Has the interview panel been formed and notified?
- Are they clear about the criteria for accepting or rejecting students?
- Are there standard questions for each applicant?
- How will rejected students be informed/advised?
- Where will the interviews take place?
- What will the applicants learn from it?
- What will they be shown?
- Will there be a group advisory session?
- What questions will be asked?
- Have admissions procedures been followed for students with disabilities?
- Are all staff involved in the interviews aware of the above and of what questions they may or may not ask and why?
- Is there flexibility to modify the programme as a result of new information learned at the interviews?
- Do you have a clear picture of who in your department may already have responsibility for
  - industrial/commercial liaison?
  - school liaison?
  - local authority liaison?

- Are your departmental colleagues aware of what you are planning?
- To what extent is prior learning accredited?
- To what extent is prior experience accredited?

2.15 Induction

All courses should start with an induction which gives the students a balanced introduction to the course, department and College. The way in which the induction programme is delivered may vary from course to course.

Checklist questions

- Have the students completed the enrolment process?
- Do they know the other members of their group?
- Do they know their timetable and are they able to find their rooms?
- Have they met their personal and course tutor, and Head of Department, and know where to find them?
- Do they understand the evacuation procedures for fire and emergencies?
- Do they understand relevant health and safety instructions?
- Are they prepared for classes requiring specialist clothes and equipment?
- Do they have an understanding of any work experience component on their course?
- Do they know the procedures if they are unable to attend college or placement?
- Are students aware of trips, visits, etc. that form part of their course, including the cost?
- Are they aware of other expenses their course entails and know who to consult in case of financial difficulty?
- Do they know how records of achievement are developed in College?
- Do they know who to talk to if they think they are on the wrong course?
- Do they know their own potential progression?
- Do the students know where they can get support for Maths and English?
- Do the students know where the library is, what services it offers and how to join?

- Have they found an accessible catering service?
- Do they know the term dates and holidays?
- Are they aware of Student Union activities and do they have a Student Union card and handbook?
- Have they met a representative of Student Services and know what is covered by the service in confidence?
- Do they know what child-care facilities are available? [term-time/half-term]
- Do they have their concessionary travel tickets, where appropriate?
- Do they know about the Access fund for full-time higher education students?
- Are students aware of the College's policies on equal opportunities?
- Do they know who to contact about any discrimination they encounter? [on the grounds of race, gender, disability, age, or sexual orientation]
- Do they know what procedures to follow if they become pregnant during their course?
- Do they know who to contact if they are harassed?
- Do they know who to contact with any other complaint?
- Have students informed staff of any special needs or learning support requirements that they might have?
- Have students with disabilities [HE only] inquired at the Sue Carroll Centre about the disabled students allowance?
- Do overseas students know where the International Centre is and who to contact?
- Do they know how to contact the Health Centre if they become sick during the day, or for any other health matter?
- Do they know who to contact in case of accidents?

2.16 Curriculum

Submissions for programmes usually require details of curriculum content for internal and external use. Where flexibility is possible, it may be useful to consider the questions below.

Checklist Questions

- Is the curriculum negotiated/learner centred?
- Are the aims and objectives clearly stated?
- Does the curriculum acknowledge the different starting points of the students?
- Are there Conversion modules, Induction modules, on-course support programmes for women/mature students/returners/students whose first language is not English?
- Are options arranged so that people do not have to make stereotyped choices? e.g. Information Technology or Child Development?
- Is the course located in the best place to attract the target group? e.g. Community centres, town centre locations.
- Is there a Return to Study/Learn component in courses where there are mature students?

2.17 Placements

A successful placement needs careful preparation and good communication between the college placement supervisor, student, and student's supervisor in the workplace. Guidelines on placement of students with disabilities is available from the Sue Carroll Information and Resource Centre.

Checklist Questions

- Do you have a minimum set of criteria for selecting a placement?
- Do your placements have facilities to cope with students with disabilities?
- Will black students experience any problems - because of the particular location, other staff etc.?
- Are there toilet or changing facilities for men, women, and disabled students?
- How will students be supported on placements?
- If a student experiences problems, how will they be supported?
- Have you arranged a placement briefing for students?
- Have you arranged documentation/briefing for placement and student supervisors?
- Do you have a handbook for students including their rights and responsibilities, contact numbers of College staff and a statement on what they should do if they are harassed on their placement?

2.18 Teaching Styles and Classroom Practice

Increasingly, as course organisers, we are being asked to consider ways of varying teaching styles and class room practices. Delivery of the programme will vary according to the student group and should reflect student need. **[see Language Awareness 4.1]**

Checklist Questions

- Are teaching and reference materials free from stereotypical images, language and bias?
- Are they appropriately presented?
- Does the style of teaching and methods used encourage participation, self-awareness and confidence-building?
- Are skills developed outside the education system acknowledged? [e.g. planning, problem-solving etc.]
- Are teaching styles discussed as part of the pre-course preparation?
- Does the classroom ethos encourage student learning?
- Are staff confident about handling difficult situations in the classroom, especially involving incidents of sexism or racism or those involving students with disabilities?

2.19 Careers

Skills assessment and career counselling will support students when deciding their career/profession move. Current emphasis on transferable skills and the validation of students' past experience will increase their confidence to widen their opportunities. Reviewing your own course provision can maximise their opportunities on leaving the course.

Checklist Questions

- Can careers advice and education be timetabled as part of the course?
- Is job preparation part of the programme?
- What previous work and voluntary experience do students have? Are they helped to present this in the most effective way, where relevant?
- What transferable skills will the students develop on the course? e.g. communication, numeracy, computer training, adaptability, initiative, teamwork, organisational ability.
- What jobs might these skills lead to?
- Has contact been made with organisations who help students with learning difficulties or disabilities to find work?
- Are bilingual students aware of job opportunities drawing on their particular skills?
- Have you informed the College Careers service of all planned courses as soon as they have been submitted for approval?

2.20 Guidance and Counselling

Detailed information on the labour market, complete with an assessment of the student's own ability and potential will help to ensure that students progress to the next stage. Staff should guard against making inappropriate assumptions. All full-time and part-time students should be made aware of Student Services as part of their induction programme.
A variety of on-course careers guidance sessions are possible.

Checklist Questions

- How have you integrated guidance and counselling into the programme?
- Are all the staff aware of the tutorial needs of the different students within the group?
  e.g. women in non-traditional areas, unemployed and bilingual students.
- Are staff aware of the up-to-date range of traditional and non-traditional career opportunities available for all students?
- Are women students made aware at each stage [pre-selection, during the course, and "next step" interviews] of the full range of available employment including wider opportunities available to those with scientific and technical expertise?
- Are career/life planning exercises included on the course so that students can reflect on their experience and decide how to progress?
- Are there group workshops/seminar sessions organised to help retain contact between students?
- Is there an ex-student network?

2.21 Monitoring and Evaluation

The practice of evaluation of courses needs to be seen as integral to programme development. Through it we can identify areas where changes are required.

Checklist Questions

- How do you propose to evaluate the success of the programme?
- What criteria will you use?
- How have equal opportunities been incorporated into each aspect of design and delivery?
- If some of the group intend going on to higher education, what effect will this have on the way the syllabus is interpreted and the development of students' skills?
- Do you know what your own students perceive as the value of their course?
- Do your students know what their specific objectives are for being on the course?
- Do your students know which other courses they can progress on to?

3 EQUAL OPPORTUNITIES REVIEW QUESTIONS

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3.1 Ethnic Minority/Bilingual Students

The College has an explicit policy commitment to promote equal opportunities for ethnic minorities. It is important to keep this in mind throughout all course organisation activities. [see **Personal Harassment 5.2**]

Staff are posted throughout the College to support, monitor and review policy implementation. This includes advising staff about curriculum development and liaising with ethnic minority communities.
[see **Support Personnel-Race 6.2**]

Checklist Questions

- Is your course targeted to attract a comprehensive cross-section of students?
- Is your course targeted at a particular group?
- How will your publicity reach all targeted groups?
- Are your entry requirements essential or do they unnecessarily exclude people who would benefit from your courses?
- Are career outcomes specified on your publicity?
- Is the course located in a place attractive to your target group?
- Is the course appropriately staffed?
- Are courses targeting ethnic minority/bilingual students appropriately staffed?
- Are students offered access to ethnic minority/bilingual support staff where appropriate?
- Is language support offered alongside vocational studies?
- Are students offered pre-course and on-course guidance and counselling?
- If necessary, are bridging courses provided to courses where ethnic minorities are under-represented?

3.2 Mature Students/Older Learners

The College wants to eliminate practices which may deter older learners from benefiting from college provision.

Checklist Questions

- Have your consultation and publicity procedures included organisations representing mature potential students?
- Does your publicity make it clear that age is not a barrier to acceptance?
- Do the visual images of publicity material represent a wide age range?
- If your course is designed and funded for a specific age group, does the publicity make this clear?
- Have sufficient financial and human resources been allocated to meet the particular needs of the mature students or older learners?
- Is there a system for the Accreditation of Prior Learning or Experience to fulfil entry requirements?
- Does your course fit into a suitable progression pattern for mature students/older learners?
- How do you ensure that the views of the needs of older learners/mature students are obtained for course design, delivery and review?
- Is there a Return to Study/Learn component in courses with mature students?
- Does the timetable take account of the childcare responsibilities some mature students may have? Is there a half term? Do classes fit in with school times?

3.3 Disabilities

Courses designed with the needs of students with disabilities in mind can break down barriers to access.

Checklist Questions

- Are the Learning Support needs of students ascertained before students come to the College [via the application form]?
- Has contact been made with the Equal Opportunities Co-ordinator [Disabilities] and Learning Support staff?
- Is support arranged well in advance of the students' arrival?
- Are the logistics of class location and room changes considered before the start of the course?
- Are all the staff involved in the course aware of the particular needs of students?
- Are staff trained to respond to a variety of learning needs?
- Is the classroom ethos encouraging and comfortable for all students?
- Are you using the technological/personal support available?
- Does the teaching style and delivery meet the needs of all students?
- Are materials presented in clear, plain language?
- Are handouts clearly produced?
- Do you inform the Learning Support staff well in advance of the timetable changes? [e.g. work placements, visits]
- Do you ensure that course notices and door labels are in an accessible place and format?

3.4 Unemployed/ Unwaged Students

People who are on low income and live in the Bradford District are entitled to study on part-time programmes of up to 21 hours per week, without their benefit being affected. The Access Unit may pay the course fee and exam fee for this category of student.
A supportive attitude by staff can affect the experience of Access funded students and enhance the learning environment.

The difficulties some unemployed students may face could be overcome by reviewing your course in the light of the following questions.

Checklist Questions

- Can students be funded through the Access Unit to come on to your course?
- Are there any Access funded students on your course?
- Are all the staff aware of these students?
- Do they receive tutorial support to help with their particular needs as learners?
- Are assignments designed with all students in mind, including unemployed and bilingual students?
- Has work experience been arranged for Access funded students, similar to the arrangements made for full-time students?
- Is the experience of unemployed students acknowledged as valid in classroom discussion?
- Have students been made aware, *before* starting the course, of any additional costs [e.g. books, materials, visits etc.] which may prevent them from full participation in the course and cause undue financial difficulties?

4 GUIDELINES FOR GOOD PRACTICE

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4.1 Language Awareness

Bilingualism-a definition
Michael Marland in Multilingual Britain defines bilingualism as:
"Anyone who regularly uses two (or more) languages".

Use of language in the classroom:

- At the beginning of each lesson define the purpose of the lesson and say what you are going to do in relation to the last lesson.

- Use plain English, i.e. avoid idioms, figurative language and colloquialisms. Be aware of similar sounding words, e.g. fridge, fringe, etc.

- Work out beforehand the key concepts that you most want students to learn and remember, when asking questions, to put them in a graded order of difficulty.
  e.g. yes/no type, either/or type, which-when-why-where-how type etc.

- Summarise more frequently. Frequent summarising gives students a second chance to pick up the information.

- Technical/scientific language is not necessarily difficult as long as you are consistent in your technical/scientific references, e.g. to concepts, parts of machines, etc. Make sure beforehand that you have explained the meaning of technical 'jargon' and checked students' understanding by asking questions.

- Use examples based on experiences/things that all students will recognise. Avoid culturally specific examples, e.g. nursery rhymes, myths, pop stars, football matches, betting etc., unless you know the students are familiar with them.

- Try to avoid long, complex sentences with several minor points piled up around the main point.

- When giving or dictating notes or giving a lecture, use more explicit than usual discourse features, e.g. "My first point", "Now I'm going to move on to my second point", "It is essential to note that", "In conclusion we can say that". Avoid digression/anecdotes. Students will have difficulty distinguishing these from your actual matter.

- When giving talks, or using the video or taped material, first give students a brief summary of what they can expect to hear about the board/worksheet both to guide them through the exposition and as a convenient means of checking comprehension at the end. Key vocabulary should be put on the board before students listen, and it should be checked.

- At the end of the lesson ask students to tell you what they did and what they've learned from it or offer them a summary of the lesson.

[Adapted from Barry and Dhanda as quoted in FEU RP390 Staff Development for a Multicultural Society]

To what extent do you follow these suggestions already with all students and specifically with bilingual students?

4.2 Teaching students with hearing impairments

- Re-think presentation of teaching materials, creating a visual bias:

  Use clearly produced handouts, overhead projector sheets [particularly useful as tutor continues to face student, who may be lip-reading], carbon copies of lecture notes, laboratory and practical work linked to theory work.

- Use plain English and draw attention to important technical vocabulary:

  Make a note on the board of new technical terms used and check the student really understands new material. Recapping on new information is useful for all students.

- Re-think the way students may present their work:

  Where possible encourage use of photographic evidence, illustrations and diagrams, video recordings.

- Try to set aside some time for tutorial work so that the hearing impaired student has your individual attention without feeling singled out.

- Prior to changes in routine, make sure the student knows:

  - what is happening and when
  - where to go and how to get there
  - the names of people involved

  Encourage new students to make notes on these in a personal notebook.

Points to remember in the classroom if there is a hearing impaired student in the group:

Before the session:

- Produce clearly structured type-written or word processed handouts.

Before starting to teach:

- Make a note on the board or OHP of the structure of the session.
- Face the student[s] when speaking.

- Check that the lighting is good.

- Keep your distance. Two metres is the optimum distance for lip-reading.

- Make a note on the board or OHP of:
  - important new technical terms
  - names of new staff, placement officers etc.
  - assignments and deadlines
  - room changes etc.

- Make sure that the hearing impaired person has the opportunity to contribute to the group sessions.

- Don't cover your mouth or walk around whilst talking.

4.3 Teaching students who are partially sighted

Do:

- Prepare handouts in advance, so that they can be enlarged or adapted as necessary.
- Let your student with partial sight sit in the front of the lecture room.
- Ensure that lighting is correct for the students with partial sight.

  e.g. a] prevent glare or reflection for certain eye conditions - the **Learning Support Tutor** [6.3] will advise if appropriate.

  b] enhance lighting by using a desk top angle poise lamp - the **Learning Support Tutor** will advise.

- Avoid using the board, but if it is essential, explain verbally any information you are putting on it or on the overhead projector.
- If your partially sighted student is using a tape recorder, remember to tell her/him if you are giving information of particular importance, so s/he can record it.
- Allow extra time in class for note-taking if necessary.
- Encourage the involvement of a "buddy" if friends are willing to help.
  e.g. in taking carbon copies of notes, information of room/timetable changes.

Don't:

- Expect a lower standard of work from a student with partial sight.
- Stand against the light so s/he cannot see your facial expressions and gestures.
- Give out badly printed handouts.
- Write badly on the board or talk to the board, if you must use it.
- Forget to inform her/him of room or timetable changes. Notice boards are not usually accessible.

- Mistake non-communication for rudeness. S/he may not realise you are referring to her/him unless you use her/his name.
- Mistake odd grimaces for rudeness. S/he may need to "pull a face" to focus.

4.4 Teaching students who are blind

Do:

- Prepare handouts in advance where possible, so that they can be transcribed into braille or put onto tape.
- Explain verbally any information you are putting on the board or overhead projector unless, of course, specific figures or diagrams make this impossible.
- Give the support tutor any figures, diagrams or illustrations in plenty of time, so that a tactile version can be produced where appropriate.
- Let your blind student sit where her/his tape recorder is functional.
- Allow extra time in class for note-taking if necessary.
- Include her/him in any discussions.

Don't:

- Move items around in the lecture room without warning your blind student.
- Leave doors, windows or drawers open which could cause injury.
- Refer to your blind student in the 3rd person e.g.

  "Does s/he understand", addressed to a colleague.

4.5 Course Publicity/School Open Days for Recruitment

- Each School Open Day[s]/Week should have a time specifically allocated as women-only time. This should be staffed by women and well-publicised.

- Arrangement for groups of women from Community Centres, Voluntary Groups etc., to be brought in by College transport can be made through contact with the Access Unit [ext. 3053] or through Adult Education [ext. 3206].

- Visual materials should reflect that the composition of courses is mixed in terms of gender, race, age and ability, or that the intention is to ensure such a mix. Additional visual materials [posters/videos] can be borrowed from College Equal Opportunities Officers.

- Targeted publicity before and after the Open Day should emphasise the attractions for women and girls, and should be specifically directed to reach women and girls in schools and places where women of all ages meet. Community contact lists are available from the Access Unit. This should also be done where courses aim to attract ethnic minority students and people with disabilities.

- Each Open Day should organise its own crèche [using 'Playcare', tel. 0274 547047, as a resource]. Information on organising the crèche from the Access Unit.

- "Hands-on" experience is especially valuable when encouraging students into areas where they are traditionally under-represented, e.g. women in computing, construction, technology, engineering.

- An informal meeting/refreshment area is a useful addition.

- Asian language interpreters should be made available and advertised. Advice and information from School Equal Opportunities Co-ordinators [Race].

- Access notices, details and signers should also be made available and advertised. Advice from Joan Donkin [ext. 3133]. Community contacts list via Access Unit.

- Staff offering advice to prospective students should be briefed by the organisers about the following:
  - Childcare facilities available across the College.
  - Student Services.
  - Other support facilities available.

4.6 Unemployed/Unwaged/Low Income Students

Low waged and Access funded students do not fall into any particular educational category and are represented on a range of part-time College courses.

- Any unexpected financial demand for equipment, excursions and books will be excessive for students on benefit. The cost of all items required needs to be included in your course fee, or explained in course details or before registration.

- As mature students it is likely that a funded student will have commitments such as childcare. Timetabling taking account of this is helpful.

- Many vocational courses focus on the everyday work experience, but many unemployed students will not have this at present. The students will usually be mature students with different life experiences to draw on. Organised work experience through Schools' Placement Officers can redress this particular disadvantage of being unemployed.

- At present the College is moving towards 'economic cost' courses. This will automatically exclude unemployed and low income students. If you are considering such a move, think of offering alternative provision so that opportunities still exist for these potential students.

- Staff should be aware of the importance of encouraging women onto the full range of courses available, especially in areas where they are under-represented at the moment. Students should not be discouraged from applying for courses because of their age or race, or because they have a disability or may need special personnel support.

- Staff should also record enquiries for courses not provided at the moment [e.g. subject areas, learning modes or flexibility, timing etc.] and feed them back to the Open Day Organiser, together with any information prospective students voice about difficulties with childcare, travel, location, cost etc. Please note also the particular needs of students with Disabilities [where mentioned by the students] and feed back the information to the College Equal Opportunities Coordinator [Disabilities].

5 BICC EQUAL OPPORTUNITIES INFORMATION SOURCES

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5.1 Policy for Equal Opportunities

The promotion of equal opportunities underpins all the College's activities. Its primary commitment is to extend educational opportunity to all students, irrespective of their age, disability, gender, race or sexual orientation. To demonstrate its concern for all members of the community it employs and serves, the College, as a provider of education services and as an employer, has policies which seek to combat discrimination in any form, particularly that derived from differences in race, gender or ability. All members of the College, staff and students, are expected to support such policies enthusiastically and to ensure that their activities reflect that commitment. In their support, the College has adopted appropriate Codes of Practice.

19 November 1990

5.2 Personal Harassment: BICC Code of Conduct

Extracts from the Code of Practice (approved by Academic Board 2/10/91)

1. **Introduction**

   Combating discrimination in any form involves an undertaking to eliminate personal harassment on any grounds, especially those of race, gender, disability, age, religion or sexual orientation.

2. **Intention**

   The Code aims to create a supportive environment free of harassment, where discussions of sexist, racist and other forms of unacceptable behaviour can take place and where all members of the College consider it their responsibility to acknowledge and challenge such behaviour.

3. **Application**

   This Code of Practice applies to all members of the College community, including full or part-time students and teaching, administrative, support and manual staff. This Codes seeks to ensure that maximum support is made available to the subject of any alleged harassment and that action to resolve any complaint is tactful, sensitive, sympathetic and prompt.

4. **Identification of Harassment or Unacceptable Behaviour**
   ....*Personal Harassment* may take the form of any unsolicited or unwelcome hostile or offensive act, expression or derogatory statement, or incitement to commit such behaviour.

Harassment of people with disabilities or learning difficulties, racial or sexual harassment are defined by the Code which outlines procedures for dealing with it and includes the names of contact people in each building, department and section.

Copies of the Code are available from the Directorate [753015]. Staff requiring training should contact Carole Moss [753169]

5.3 Management Information Systems - Contents List

These consist of 2 volumes and are held by Heads of Department, Assistant Principals, Heads of Section and the Directorate.

The following sections may be useful for you to refer to when planning your course:

Volume One

Section 2 - Academic Policies

2B	Policy Statement for English Language and Communication Skills Provision
2C	Policy Statement on Services to Students
2D	A College Careers Education and Guidance Policy
2E	Learning Support Policy

Section 6 - Curriculum Development

6A	Course Approval Procedures
6B	Monitoring Evaluation and Appraisal: Policy and Guidelines for Practice
6D	Guidelines for Course Committees on the preparation of new course proposal documents and progress review documents

Section 7 - Equal Opportunities

7A	Policy for Equal Opportunities
7C	Multi-Cultural Education - A Policy Document
7D	Policy for Women
7F	Code of Practice for Sexual/Personal Harassment

Volume Two

Section 2 - Publicity

2A	Advertising - Courses

Section 7 - Students

7F	Exchange/Fieldwork/Visits/Excursions/Practical Placements
7G	Policy for Pregnant Students
7H	Students with Special Educational Needs Policy

Section 8 - Transport

8A Transport

Section - 9 Usage of Buildings

9A Room Bookings and Allocation

BICC Staff Handbook
The handbook is a source of basic information for BICCC staff and is available from the Personnel office.

5.4 Guidelines for Course Committees on the Preparation of New Course Proposal Documents and Progress Review Documents

The documentation for a new course proposal should take the form of a course submission document addressing the issues listed below. Members of the College Validation Panel convened for this purpose should receive copies of this document at least two weeks before the scheduled meeting.

The document should set out details of:

- the name, duration and mode of the course
- the institutional context within which the course is located, including the traditions and experience of the home Department in providing course in the area concerned
- a rationale for the course including references to the evidence of the market demand and to the results of formal evaluations of other programmes [where appropriate]
- the course aim, referring to the qualities and characteristics of the model student who completes the course successfully
- the nature of the course, including a rationale for the balance and location within the course of any professional placement
- how the programme meets, reflects and promotes College policy - particularly with regard to equal opportunities
- the admissions procedures, criteria and regulations - including those for exceptional entry
- syllabuses, including recommended and/or required reading texts. It is required that all required texts should be available for student use in the College Library
- the organisation and structure of the course
- the proposed curriculum, stating clearly the teaching and learning styles and modes to be implemented
- forms of assessment/reassessment regulations, criteria and procedures [where appropriate exemplars of major assessment tasks should be included]

- details of the Departmental and course management structures underpinning the operation of the course, including Course Committees and where appropriate Boards of Examiners

- the resource requirements of the course

- staff curriculum vitae

- staff development records, research and the professional activities undertaken by staff

6 EQUAL OPPORTUNITIES SUPPORT SERVICES/PERSONNEL

6.1 Gender

The College Coordinator for **Equal Opportunities [Gender]** is **Carole Moss**, who is based at 1 Mannville Terrace, Bradford 7.
Tel: 0274 753169. Secretary : Joan Williams.

School Liaison Officers [Gender]

School of Adult and General	Liz Leather
School of Art, Design and Textiles	Helen Birch
School of Business and Professional Studies	Sue Leach
School of Science and Technology	Liz Summers
School of Teaching and Community Studies	Lesley Fowler

6.2 Race

The College **Coordinator for Equal Opportunities [Race]** and Head of Multicultural Education and Research is **Ranjit Arora,** who is based at 1 Mannville Terrace, Bradford 7.
Tel: 0274 753468. Secretary: Joan Williams.

School Coordinators [Senior Lecturers in Race]

School of Adult and General	Abrar Haque
School of Art, Design and Textiles	Baljit Panesar
School of Business and Professional Studies	Rahim Khan
School of Science and Technology	Zulficar Ali
School of Teaching and Community Studies	Lal Ahir

6.3 Disabilities/Learning Support

The College is committed to equality of access to all its courses.

Learning Support Policy Statement

"The College's commitment to a responsive and student-centred curriculum has consequences for the view of teaching that all staff should hold. A responsive curriculum requires learners to be responsible, capable of deciding how their studies should be pursued. It follows that teachers should, therefore, try both to offer choice and to account for the individual differences that will affect that choice in organising student learning on their courses."

Learning support for students with disabilities is based at the **Sue Carroll Resource and Information Centre,** 22-24 Easby Road, Bradford, offering advice, guidance and support for staff and students across the College.
[Voice/minicom 753133]

Services include:

Advice on specialist equipment, transport, access to buildings, & admission procedures

Braille transcription service

Provision of special examination facilities and specialist support tutors

Communicator service for deaf students

Advising on curriculum needs and the educational implications of some disabilities

Learning Support Tutors
Please contact the following learning support tutors for specific services:

Learning disabilities (including 'dyslexia')	Louise Hart
Hearing impairment	Rachel Wilson
Physical disabilities	Brian Franks
Visual impairment	Les Neal

School Representatives
Each school has staff and student representation on the Disabilities Advisory group of the College. They are:-

School of Adult and General Education	Hazel Howard Student rep
School of Art, Design and Textiles	Peter Honey Student rep
School of Business and Professional Studies	Barry Carter Student rep
School of Science and Technology	Gerri Dean Student rep
School of Teaching and Community Studies	Frances Murdoch Student rep

For more general enquiries, ask for **Joan Donkin, College Co-ordinator for Equal Opportunities (Disabilities)** at the Sue Carroll Resource and Information Centre, Tel: 753134

Special Courses for students with disabilities

Springboard

A bridging course for young people wanting to move into Further Education, training or employment.

Course Tutor: Gerry Pisacane Tel: 753391

Personal and Community Skills

A course for students with learning disabilities

Course Tutor: Patricia Green Tel: 753219

General Work Preparation Course

Dept. of Adult Education: YT/Training Credits

The Course is for young people with a variety of disabilities, but includes a separate programme for students with hearing impairments.

Course tutors: Graham Kelly Tel: 753218

Glenda Bailie [hearing impaired programme] Tel:753222

There are many part-time courses across the College details of which are available from the Sue Carroll Centre.

Useful Publications available from the Sue Carroll Resource and Information Centre:

- A full statement of policy and a list of equipment are available
- Leaflets outlining support for students
- Guidelines on Work Placements

6.4 Unemployed/Unwaged/Low Income Students

The College is open to people who are unemployed. Many will be returning to study as mature students with a large amount of working experience. The College is committed to providing suitable courses and breaking down barriers to access.

Assistance:

Access Unit [7b Westbrook]	Tel: 753053
Head of Unit	John Dickson
Administrative Officer	Mavis Hill
Administrative Assistant	Janet Juryta

The Access Unit provides advice and may pay the tuition and exam fees for members of the public, who are on low income and want to follow courses in BICCc, if they live in the Bradford Metropolitan District

Although the students are funded through the Access Unit, the Unit does not decide who should be on a particular course. Recruitment to courses is the responsibility of the department. Each department has a tutor responsible for dealing with 'Access-funded' students.

Publications available:
Full range of BICC leaflets
"Studying whilst Unemployed" leaflet

6.5 Student Services

The following leaflets are available from 5 Mannville Terrace or Student Services on the Ilkley campus:

Student Services on the Bradford Campus
Student Services on the Ilkley Campus - Summary of Services
A Guide to Student Grants
A Guide for Overseas Students
A Guide to the Careers Service
A Guide to Accommodation: College Provision/Private Sector
Students with Special Educational Needs
Childcare

These leaflets are updated annually. Amendments and additional information should be sent to Margaret Appleyard, Student Services, 5 Mannville Terrace.

6.6 Childcare

Margaret Appleyard
Student Services, 5 Mannville Terrace 753042

Responsible for Macmillan and Ilkley Nurseries
Leaflet : "Childcare at BICC"

Sharon Brook
Playcare, Bolton Royd 547047

Responsible for Newby, Bolton Royd, Joseph Nutter and Russell Street Nurseries and Holiday Care and Half Term Playschemes
Leaflets available

6.7 Library

The Library organises its own induction programme which can be tailored to the needs of particular programmes.

Literature relating to equal opportunities is available across the College library service. A multicultural collection is located with the Humanities in Grove library. This is resourced and administrated by Xia Hong and Gurmeet Floura [753139] A newsletter about multicultural resources is available on request.

Library leaflet: "Guide to Library Provision at BICC"

6.8 Equal Opportunities Publications

1 Mannville Terrace:

a] Documentation from
- the Commission for Racial Equality
- the Equal Opportunities Commission
- the European Economic Community

b] An Equal Opportunities pack including policies, codes of practice and other documents as follows:
- Policy Statement on Equal Opportunities
- Policy on Equal Opportunities
- Equal Opportunities at BICC Structures, Personnel and Committees
- Breakdown of staff involved in Equal Opportunities
- Policy for Women
- College Policy for Pregnant Students
- Childcare Provision and leaflet
- Personal Harassment Code of Practice
- Personal Harassment Leaflet
- Personal Harassment Poster
- Multi-Cultural Education: A Policy Statement
- Race Relations Resource Unit Leaflet
- Special Educational Needs Policy
- Learning Support Statement
- Learning Support Services Leaflet
- Responding to Students Requiring Special Personal Support
- Access Guide for Students with Disabilities
- Equal Opportunities Policy: Age

c] Women and Girls in Education Conference Report
Women Learning: Second Chance Education
Hidden Majority: Report on Women in the BICC

7 USEFUL TELEPHONE NUMBERS

7.1 Useful Numbers - Internal

The telephone numbers below are not exhaustive, but identify particular staff with responsibility for equal opportunities or aspects of course organisation. The College telephone directory has a comprehensive list of College staff.

Academic Standards Unit		3018
Access Unit : Unemployed Students		3053/2
A.B.L.E. Course [Access to Bi-Lingual Employment] :		
	Bolton Royd	61-246/7
	Parkfield Centre	61-229
Childcare: [see also Playcare]	Margaret Appleyard	3042/3048
College Equal Opportunities Co-ordinators :		
Gender	Carole Moss	3169
Race	Ranjit Arora	3468
Special Educational Needs	Joan Donkin	3133
Computer Unit : [Westbrook]		3028
Disability - School Liaison Officers :		
Adult & General Education :	Harry Atkinson	3216
Business & Professional Studies :	Barry Carter	3129
Art, Design & Textiles :	Peter Honey	3127
Science & Technology :	Gerri Dean	3490
Teaching & Community Studies :	Frances Murdoch	3297
English Language Centre : Overseas Students, Exam-based courses		3207
European Liaison Officer [Information] :	Val Robinson	3363
Exhibitions Officer :	Maria Jewsbury	3189
Gender : School Liaison Officers		
Adult & General Education :	Liz Leather	3176
Art, Design & Textiles :	Helen Birch	3168
Business & Professional Studies :	Sue Leach	3391
Science and Technology :	Liz Summers	3373
Teaching and Community Studies :	Lesley Fowler	3441
Halls of Residence :	Clement Ho	67225
Health Centre [Westbrook] :	Pam Ratcliffe	3058
Health Centre [Ilkley]		6333/4
International Centre		3348

Libraries :		
Grove		3331
Ilkley		6312
McMillan		3330
Literacy Programmes :		
Bolton Royd		61-230
Communication Workshop		3317
Marketing :	Ron Sweeney	3089
PlayCare :	Sharon Brook	547047
Placement Officers :		
Adult & General Education :	Ben Baker - YT [Disabilities]	3218
Business & Professional Studies :		3161
Teaching & Community Studies :		3467
Publicity :	Pat Couzens	3080
Race : School Co-ordinators		
Adult & General Education :	Abrar Haque	3572
Art, Design & Textiles :	Baljit Panesar	3168
Business & Professional Studies :	Rahim Khan	3273
Science & Technology :	Zulficar Ali	3568/3317
Teaching & Community Studies :	Lal Ahir	3469
Room Bookings: [General]	Pat Imeson	3254
Schools Liaison :	Maria Jewsbury	3189
Student Services : Thelma de Leeuw	[Careers/ Counselling]	3042
Training Credits :	Philip Armstrong	3019
Validation and Accreditation		3018
Workshops :		
Communications		3317
Maths		3316
Open Keyboard		3317

7.2 Useful Numbers - External

Bradford Training & Information Centre [EID]	[75]4463/ 4447
Education Advice Service for Adults [EASA]	[75]3658
Careers Office	[75]2631
Further Education Unit	0924 457576
Grants Office [Charles Street]	[75]2604
Job Centre : Bradford	392831
Social Security 'Freeline' [advice on benefits, pensions or national insurance]	
- English	0800 666 555
- Urdu	0800 289 188
- Punjabi	0800 521 360
Social Services Childcare Co-ordinator	[75]4346/7
TEC	723711
University - Access Unit : Gina Mitchell/Colin Neville	733466 ext. 8264
Women's Technology Centre : June Senior	[75]2139
Work Able	[75]3564

8 SUMMARY OF COURSE PLANNING

8.1 Pro-forma

Name of Course/Class:

Mode of Attendance: **Length:**

Dates: **Recruitment dates:**

Time:

Staff Involved:

Target Group: **Cost to Students**
+ Grant Possibilities

Marketing:

Recruitment and Selection Procedures: **Main Course Elements:**

Accommodation Required: